

Multi-Tiered System of Supports and Response to Intervention (RtI)

Domains of Educational Practice for Higher Education Teacher Preparation

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Multi-Tiered Model

Data-Based Decision Making

Problem-Solving Process

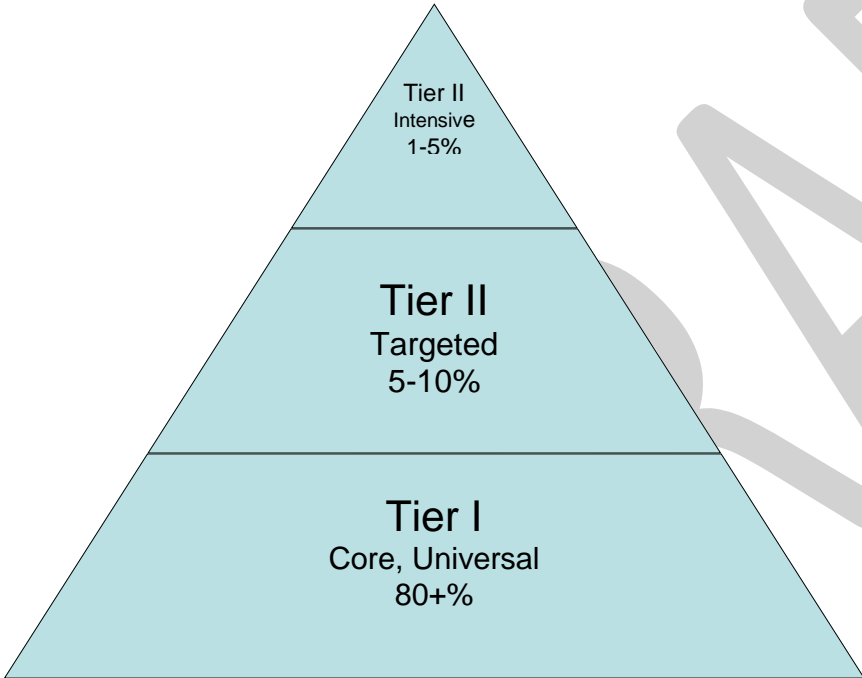
Curriculum and Instruction

Classroom Environment

Collaboration

Professional Attitudes and Beliefs

Multi-Tiered Model

Competency	Indicators
<p data-bbox="189 321 966 354">Know/use the model of a multi-tiered system of support</p> 	<p data-bbox="1113 321 1890 389">Use a problem-solving model that uses data to inform instructional decision-making</p> <p data-bbox="1113 430 1890 498">Use reliable, valid and instructionally relevant assessments</p> <p data-bbox="1113 539 1890 607">Use universal screening measures to identify student needs</p> <p data-bbox="1113 647 1890 716">Provide interventions derived from evidence-based practices</p> <p data-bbox="1113 756 1638 789">Implement interventions with integrity</p> <p data-bbox="1113 829 1785 862">Partner with parents to ensure student progress</p> <p data-bbox="1113 902 1890 971">Use continuous progress monitoring and data collection to inform instructional decisions</p> <p data-bbox="1113 1011 1890 1079">Use technology to manage and document data-based decision making</p>

Data-Based Decision Making

Assessment Competency	Indicators
<p>Select, administer and score appropriate assessments for the purpose of informing effective instruction (academic/behavior)</p>	<p>Select appropriated assessment strategies determined by a problem-solving process</p> <p>Involve families in decisions about assessments and seek family input on students' strengths and needs</p> <p>Administer, score and interpret formative assessments (e.g. curriculum-based measurements, criterion-referenced assessments, behavior observation)</p> <p>Develop assessment questions that are important and relevant to student outcomes</p> <p>Use measures that directly answer assessment questions</p> <p>Use universal screening procedures for progress assessment</p> <p>Use continuous progress monitoring procedures for formative assessment</p> <p>Use implementation fidelity procedures to monitor accuracy and fluency of implementation</p> <p>Display group and individual performance level and progress monitoring data for decision making</p> <p>Create and use graphic displays of progress monitoring data including aim and trend lines, phase change lines, etc.</p> <p>Articulate and explain assessment data to various audiences (e.g. parents,</p>

	students, colleagues)
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Decision Making Competency	Indicators
Review and interpret data to develop, implement, evaluate and adjust effective instruction individually and/or as part of a team	<p>Formulate alternative decisions/interventions based on data</p> <p>Partner with families in decision making and selection of interventions</p> <p>Use data to match instruction/intervention strategies to meet learner needs</p> <p>Adjust the interventions based on data collected to analyze student response to instruction/intervention and insure implementation fidelity</p> <p>Use technology to store, organize and display data and data-based decisions</p> <p>Articulate and explain to colleagues, students, and administrators rationale for changes, based on data</p> <p>Use data decision rules for making decisions within a multi-tiered framework</p>

Problem-Solving Process

Competency	Indicators
Be able to apply a problem-solving process to develop, implement and evaluate effective instructional practices for academic and behavior domains	<p>Define desired academic and behavior competencies appropriate for student age and/or developmental level</p> <p>Partner with families to develop academic and behavioral competencies</p>

	<p>and goals</p> <p>Review classroom student performance data in the context of the building and district-wide student performance data and interpret those data in relation to state-level standards</p> <p>Define teacher role and responsibility within a problem-solving team</p> <p>Use problem-solving process to make decisions about instruction, curriculum and environment</p> <p>Use the problem solving process across multi-tiered systems of supports (e.g., core, supplemental and intensive)</p> <p>Know when to use the steps of problem-solving (problem identifications, problem analysis, plan development/implementation, plan evaluation)</p> <p>Involve students in tracking and interpreting their own data</p> <p>Use problem solving at the district, building, classroom, and student levels</p> <p>Develop and implement a multi-tiered continuum of integrated evidence-based behavioral interventions and practices</p> <p>Establish a team-based schedule and structure for implementing problem solving process</p> <p>Establish local problem solving expertise to facilitate and monitor problem solving process</p> <p>Use universal data to identify level of intervention needed for student progress</p>
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	<p>Analyze problem behaviors as skills deficits and/or performance problems</p> <p>Analyze problem behaviors in terms of alterable conditions in the setting</p> <p>Define goals to increase positive behaviors and focus on the development of replacement behaviors</p> <p>Develop behavior goals to maximize positive student engagement with instruction and the educational environment</p> <p>Develop intervention plans that use evidence based principles</p> <p>Implement interventions with fidelity</p> <p>Develop academic goals consistent with state-approved grade and/or subject area standards</p> <p>Apply function-based approach to behavior intervention planning</p> <p>Develop and implement data collection measures to inform the development of instruction to achieve academic and/or behavior goals</p> <p>Use data to identify current and desired level of performance for identified goals</p> <p>Use progress monitoring data (with graphs) to continue or revise interventions as needed</p> <p>Evaluate results using graphs comparing results with goals</p> <p>Establish procedures for continuous progress monitoring and implementation fidelity</p>
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Curriculum and Instruction

Competency	Indicators
<p>Be knowledgeable of and use evidence based curriculum and instructional practices to maximize student academic and behavior performance</p>	<p>Align curriculum and instruction with state-adopted standards at the appropriate level of rigor</p> <p>Use an evidence based curriculum, practice and strategies to identify an evidence-based curriculum, practice and/or strategy</p> <p>Demonstrate knowledge of literacy across content areas including language, math, science, social science, etc.</p> <p>Use different instruction to meet the needs of diverse learners</p> <p>Use a range of instructional techniques/learning strategies to promote student mastery of content</p> <p>Set high expectations for all learners</p> <p>Identify skills and knowledge that are prerequisites for the learning objective</p> <p>Understand how to intensify instruction in a multi-tiered system of supports</p> <p>Use assessment data to inform instruction</p> <ol style="list-style-type: none"> 1. Screening 2. Diagnostic assessment 3. Formative Assessment/ Progress Monitoring 4. Summative Assessment

	<p>Use principles of universal design of learning to modify curriculum and instruction (i.e. multiple representations, multiple expressions, and multiple engagements)</p> <p>Use effective instructional practices to:</p> <ul style="list-style-type: none"> -Set goals and objectives -Be systematic -Use explicit instruction -Use scaffolded instruction -Model instruction -Use guided practice -Use appropriate pacing -Use instructional routines -Maximize opportunities to respond -Provide opportunities to practice <p>Set high, observable, and measurable goals and expectations for all learners</p> <p>Use technology to modify and/or deliver instruction to improve student academic and behavioral outcomes</p> <p>Incorporate critical thinking and problem solving skills to improve student academic and behavioral outcomes</p> <p>Set the pace of instruction (based on progress monitoring data), adjust and differentiate the pace of instruction to maximize student growth</p>
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Classroom Environment

Competency	Indicators
Create a positive environment where effective instruction and student learning occurs	Create a classroom environment that is supportive of human differences, embraces diversity and provides positive learning environments for all students (e.g., language, culture, gender, gifted/talented, disability, etc.)
Be knowledgeable about general behavior management	<p>Be knowledgeable about learning theory</p> <p>Use predictable classroom routines and structure (e.g., turning in homework, transitions, bathroom requests) and post daily schedule</p> <p>Arrange environment for ease of flow of traffic and minimize distractions</p> <p>Arrange environment to accommodate a range of grouping patterns (e.g. individual, small and large groups)</p> <p>Arrange environment to facilitate student autonomy (e.g. access to supplies and materials)</p> <p>Use data based decision making</p> <p>Provide social skills instruction</p>
Use evidence-based classroom-wide behavior management	<p>Maximize student academic engaged time</p> <p>Teach typical classroom routines</p> <p>Actively supervise</p> <p>Precorrect and reinforce expectations on a regular basis</p> <p>Teach school-wide expectations for classroom contexts</p>

	<p>Monitor student behavior with frequent, unpredictable scans and physical proximity</p> <p>Use more positive to negative teacher-student interactions (4:1 ratio based on research)</p> <p>Provide frequent opportunities for students to respond</p> <p>Use multiple ways to engage students (e.g., response cards, peer tutoring)</p> <p>Display student work respectfully</p> <p>Implement effective classroom organization and behavior management strategies</p> <p>Use positively stated behavioral expectations, post them, systematically teach, reinforce, and monitor these expectations</p> <p>Use positive approaches to teach and reward appropriate student behavior</p> <p>Use procedures to acknowledge appropriate behavior (e.g. specific, contingent praise, tokens, activities, group contingencies, "Good Behavior Game")</p> <p>Collect data on frequency of appropriate behavior within classroom environment</p> <p>Use antecedent strategies to prevent inappropriate behavior (e.g. pre-correction, prompts, environmental arrangements)</p> <p>Use procedures to teach replacement behaviors and to re-teach appropriate behavior</p>
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	<p>Use differential reinforcement (e.g., reinforcing competing behaviors)</p> <p>Use effective consequences (e.g., planned ignoring, time-out from positive reinforcement, etc.)</p> <p>Establish positive, explicit expectations</p> <p>Provide immediate corrective feedback</p> <p>Use explicit instruction:</p> <ul style="list-style-type: none"> -clear instructional targets -clear purpose -clear and understandable directions and explanations -adequate modeling -guided practices -corrective feedback -instructionally embedded formative assessments -summative assessments
Use evidence-based small group behavior management	<p>Use group contingency strategies</p> <p>Use targeted social skills instruction</p>
Use evidence-based individual behavior management	<p>Provide continuous performance feedback</p> <p>Use functional behavioral assessment</p> <p>Use social skills assessment</p> <p>Provide individual social skill and self-management instruction</p> <p>Use de-escalation strategies</p>

	Provide active supervision,
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Collaboration

Competency	Indicators
Establish professional relationships and contribute to meeting the needs of all learners as part of a multi-tier system of student support	<p>Demonstrate interpersonal, communication, and listening skills</p> <p>Engage effectively in a teaming process to meet the needs of all learners within a multi-tier system of student support</p> <p>Capitalize on professional expertise of all school community members to foster a sense of shared responsibility for all learners</p> <p>Establish family partnerships within a multi-tier system of student support</p> <p>Engage students in instructional decision-making, setting learning goals, and evaluating their learning experiences</p> <p>Use knowledge of school and community to build collaborative relationships</p> <p>Value diversity of professional background, knowledge, expertise</p> <p>Establish home-school collaboration</p> <p>Collaborate using data-based decision making in the problem solving process</p> <p>Use effective conflict resolution</p>

Professional Attitudes and Beliefs

Competency	Indicators
Demonstrate through words and actions, a belief that the success of all students is the responsibility of every member of the school community	<p>Believe all students can learn</p> <p>Value diversity of students, school and community, through responsive practices (i.e., attending to culture, language, ability, etc.)</p> <p>Commit to improving achievement for all students</p> <p>Embrace lifelong learning</p> <p>Understand the impact that teachers have on student learning (teacher efficacy)</p> <p>Reflect on teaching practices, data and student outcomes</p> <p>Accept constructive feedback</p> <p>Take responsibility for all students</p> <p>Reflect on teacher behaviors and student performance</p> <p>Design purposeful professional goals to strengthen the effectiveness of instruction based on students' needs</p>